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ABSTRACT

Some problems encountered by gifted students in career counseling are discussed and a program, Enriched Career Search, is suggested for alleviating those problems. Noted among career search problems related to the gifted are career tests that are not geared to the multi-talented student's unconventional career aspirations and rejection of careers because of job image. The seven modules of Enriched Career Search are described: career choice, self-evaluation, job study, simulation of the adult world, group roles, work and leisure in relation to self-fulfillment, and personal strategies for creative as well as career growth. (SW)

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Enriched Career Search

[and]

Description of Modules

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Enriched Career Search

Introduction

I want to begin by telling you about an experience which is the subject of a book and several articles by my PhD supervisor, Dr. Tom Paterson. Dr. Paterson, after retiring as a Director of Research at Glasgow, Scotland, was persuaded to take an appointment as a Distinguished Professor at Simon Fraser University in British Columbia, Canada. During the war Dr. Paterson served in the Special Branch of the Royal Air Force. In 1941 he was sent to an Air Force Base in the West of England to investigate the high incidence of flying accidents on that base. The Germans were attacking in the South East of England. Yet, on the base to which Dr. Paterson or Major Paterson, as he was at that time, was sent, they were not being troubled by the Germans, but they were losing more planes and more pilots through flying accidents than the bases around London were losing from being shot down by the Germans. Major Paterson arrived late at night in the pouring rain. He was assigned to a hut. Not prepared to wait until the morning to be comfortable, he broke into the supply hut and stole some blankets and everything else he needed for his comfort. In the days which followed, Dr. Paterson found that the pilots were totally demoralized. They angrily rejected the idea that the flying accidents were due to bad flying. They blamed the traffic controllers. Dr. Paterson looked into the allegation that the traffic controllers were to blame and found no evidence at all to back it up. At that time Air Force pilots were the idols of the British public. Mr. Churchil had said "Never was so much owed by so many to so few." It was almost impossible in any bar for an Air Force pilot to be allowed to pay for

his own drink. They were the new Knights in Shining armour. Everyone appreciated them. Why then were they so demoralized? They were not doing the job they had come forward to do. They were not shooting down Germans. They were flying patrols along the west coast and all the action was in the south east. From this chain of events, Dr. Paterson conceived the theory that we all of us experience two drives:-

the drive to be somebody, and
the drive to do something worthwhile

Dr. Paterson contends that both these drives must be equally satisfied. The pilots were somebody, but they did not feel that what they were doing was worthwhile. Moreover, it is quite irrelevant that other people perceive what we are doing as worthwhile. If we ourselves don't find it worthwhile one of the two drives will be frustrated. If both drives are not equally gratified:-

frustration will escalate at a rapid rate
personal effectiveness will decrease and go on decreasing

The effects of this can be far reaching and last throughout our whole working life. In career counselling we are helping the student to find an area where he can be somebody and perceive himself as doing something worthwhile. With the gifted there are additional problems in the process. I am going to discuss some of the problems and then suggest that they can be alleviated by Enriched Career Search.

Career search problems.

Conventional career search methods are less than useful for gifted children. I have collected detailed biographies of twenty-four gifted adults. All of them were preoccupied from the age of nine with their place in the world. Super (1957) describes the fantasy stage in career search. These gifted people worked through the fantasy stage in infancy. By the age of

nine they are evaluating possibilities, a stage many more normal children do not reach until seventeen or even in their early twenties. Faced with career search at fifteen or sixteen their reaction is "I was there years ago. I need something more sophisticated now." Thus, they find conventional career search trivial, boring and unsophisticated. Because of this they are motivated to get a boring project finished rather than evaluate themselves.

Torrance (1979) points out that many of the gifted are multi-talented. This generates problems. First of all, it means that interest tests can give misleading results. The choices are not geared to the multi-talented. All of my sample, with one exception, found that the Kuder scale did not reflect their real interests. The one exception had channelled all his interests into one area -- musical. Thus, the Kuder told him what he knew already -- that his very high interest was musical. Heim (1970) reports that many people find tests boring and some people become proficient at taking tests. These two problems are very likely to arise with the gifted many of whom are tested to death. A gifted student, I will call Barbara, was presented with a career search exercise at fifteen. Several groups were described and she had to say which group she would most enjoy joining and conversing with. Barbara objected. She would enjoy conversing with any of the groups. The teacher did not accept this. He told her there must be a group she would enjoy being with more than the others. To get the teacher off her back and to get a boring exercise completed as quickly as she could, she wrote that she would join the group with mechanical interests. She then gave the mechanical choice on all the other parts of the exercise. It was perhaps inevitable that she was advised to turn to engineering. She is at this time studying fashion in Italy and intends to start as a model and then move into a career as a fashion designer. She is also well thought of as a Rally driver and

hopes to drive in the Monte Carlo Rally. Hastings (1981) points out that there are enormous pressures on the multi-talented to zero in on one group of talents. Many of the gifted see career search as yet another pressure to do this and so career search becomes another restrictive process.

Dauw (1966) and myself (1980) both find that many gifted children tend to have unconventional career aspirations. This can generate problems. Parents are often disturbed by unconventional career aspirations. Most, if not all surveys on career choice, have shown that parental influence is the strongest single influence on career choice. Some parents feel threatened by their children's unconventional career aspirations. A few parents express outright opposition. Many parents say "You must make your own choice. You must do whatever will make you happy." However, what the child hears is "this will not make my parents happy." This can be the beginning of an internal conflict. Sometimes counsellors are overly concerned about realistic choices and not really aware of the need the child may have to work through the unconventional, if not bizarre, aspects of career search in order to arrive at an integrated career path. I doubt if many counsellors would go so far as one counsellor who told me "When a girl comes into my office wanting to be an actress, I tell her to be realistic and kick her into the secretarial program." This word realistic is a dangerous one. It is one which as career counsellors, we should banish from our vocabulary. These sophisticated fantasies should be where we should start, for they given us real clues to the child's actual propensities. I can illustrate this with an example. Alice was under pressure from her father, a dentist, to get a good arts degree and go on to Law School. Alice could not see herself as a lawyer. She had an impressive collection of trophies for diving and swimming and ran the synchronized swimming club. Neither she nor her father could see

any career outlet there. Her father asked "what would you really like to do." Alice replied that she had a strong ambition -- to be team manager for the Olympic diving team. Her father was intensely angry. He told her it was time she grew up. Alice came to me and described herself as an immature kid in danger of failing her parents. We talked about Alice as team manager for the Olympic diving team. From this it emerged that she enjoyed planning sports events and gained real satisfaction from "seeing my plans take shape in the pool." At the present time she is studying for a Master of Science in Sports Administration and is Secretary/Treasurer of the organizing committee for the National Synchronized Swimming Championships. Never ignore, never let a child feel guilty about unconventional career aspirations. They are a clue to the child's real propensities and they are a clue which we throw away far too often. These personal dreams are where we must start. We must not ignore the fact that sometimes they materialize. Barbara, whom I mentioned earlier was just turned fourteen when she decided that she wanted to combine the careers of a fashion model and a racing driver. Her mother told her "You'll grow out of it." Barbara never metioned these ambitions to her school counsellor. She is now twenty-three and on her way to achieving both ambitions.

Gifted children are often overly disposed to reject possible careers. I surveyed the career aspirations of nearly 500 University students. 24 were gifted. Of the students not identified as gifted, 34% expected work to be an alienating experience among the gifted group 23 (that is to say 95.8%) expected work to be an alienating experience. So the gifted child is often trying to avoid alienation rather than find fulfillment. However, there is another problem area. I have already pointed out (1983a) that the majority of career choices are based on what I call The Image of the Job. However,

this is often misleading. Many children, and especially gifted children, tend to reject careers out of hand because of the image of the job. In looking at any job we have to consider two aspects. These we can conveniently call:-

The image of the job, and
The hidden factors.

a few months ago a graduate student spent two weeks reading various papers in my office. When she started she was eager and amused to see what a professor does when he is not teaching. She was astonished at the time I spent on the phone. I was getting ready to give a visiting lecture at Mississippi State University. My air ticket arrived. I had been booked to Columbus Ohio instead of Columbus, Mississippi. No disrespect to Columbus, Ohio, but it was rather a long way from my lecture venue. I worked on some accounts for a conference I had been running. I answered a query. A student had asked the Vice President why I was using my own book as a text. I wrote a note answering the query by pointing out that this book was the only book on the subject which contained nothing I disagreed with. I evaluated a research proposal and recommended that no action be taken. This graduate student was astonished at all the administrative work I did and concluded that a Canadian University is a top heavy bureaucracy. In fact, she is right. I have been in the army. The army is a self-confessed bureaucracy. However, in the army there are established ways of circumventing it. My graduate student realized that bureaucracy is a feature of a professor's job and she decided she did not want to be a professor. Her image of the job was purely connected with research and scope for research. She had assumed there was unlimited scope for research unhampered by internal and external politics. The innocence of youth can be rather touching. But, to be serious, it is a good thing that she discovered a hidden factor before committing herself to the career.

A student who was majoring in History and Latin wanted a job which combined dealing with people and research. After some discussion and eliciting a great deal of biographical information I suggested she might consider several jobs including Museum Curator. She was astonished and described Museum Curators as animate fossils looking after inanimate fossils and stopping kids from sticking chewing gum on exhibits. This then was the image of the job. I persuaded her to consider the hidden factors. These include:-

Identifying exhibits
Assuming research queries
Design and layout
Liaison with official bodies
Public speaking
Record keeping
Financial planning

In fact, the hidden factors of museum work would make the job interesting for her and very congruent with her needs. She would not only be dealing with people, but people she would find interesting. Sometimes young people reject a job because they do not appreciate the difference between <u>problems of the job</u> and <u>problems of training</u>. A girl might tell you "I'd like to be a nurse, but I can't stand the sight of blood." This is a problem of training. Only a psychotic enjoys the sight of blood. She will never like it, but she will be well able to tolerate it with training. On the other hand a boy wanted to join the police. He wore glasses. He would not be accepted. This is a problem of the job. However, what many young people perceive as problems of the job are in fact problems of trainings.

Annemarie Roeper (1982) has pointed out that many gifted children are motivated not so much to succeed, but to avoid failure at all costs. I have described this as fear motivation (1968). Miner (1964) points out that some people in an attempt to escape the anxiety connected with failure in fact achieve considerable success. However, they get no satisfaction from this. It is sufficient that they have once again escaped the gaping jaws of calamity. Many gifted children become viciously angry with themselves whenever they fail. I have been involved with a case of a fifteen year old multi-talented child. Her father, is very strict with her. Whenever she fails at something or believes she has failed, she deliberately behaved badly at home to provoke her parents into beating her. Often the results of perceived failures early in life is that the gifted child will tend to avoid situations in his career development that he is not certain to master. Every career is punctuated by failures and success. Our successes lead us to widen our goals. Very often the gifted child cannot do this. Failure is just not permissable. So there are times when the gifted child in his career aspirations aims lower than the level consistent with his abilities. Some achieve considerable success, but get no satisfaction out of it. To themselves they have not succeeded. They have merely escaped the shibboleth of failure. Alice Miller (1981) points out that with some gifted people:-

> "The pride of their parents--should have had a strong and stable sense of self-assurance. But exactly the opposite is the case. In everything they undertake they do well and often excellently; they are admired and envied; they are successful whenever they care to be--but all to no avail. Behind all this lurks depression, the feeling of emptiness and self-alienation, and a sense that their life has no meaning. These dark feelings will come to the fore as soon as the drug of grandiosity fails, as soon as they are not "on top," not definitely the "superstar" or whenever they suddenly get the feeling they failed to live up to some ideal image and measure they feel they must adhere to. Then they are plagued by anxiety or deep feelings of guilt and shame."

Bridges (1973) points out that many parents of gifted children see their child as a status symbol. Annemarie Roeper (1982) points out that where parents of gifted children do not see themselves as successful, they see their gifted child as a second chance. Moreover, we are a race of status seekers. What our childrn are, or are likely to become, does confer points in the unverbalized status race. It is a status symbol to have a doctor or a lawyer in the family. Let me point out that I am a practicing Catholic myself, but I view with the gravest possible concern the need of some Catholic parents to have a Priest in the family. This pattern can be intensified for gifted children. I can illustrate this by the case of a young man I will call Richard. When Richard was born his parents offered him to God for the Priesthood. Richard by the age of nine felt loved not for himself, but as a future Priest. Richard was gifted. His mother joked about being a Bishop. He was also a talented actor. After an excellent performance in the school play when he was fourteen another boy said to him "When you're a famous actor you'll have all the girls lining up to meet you." Richard had a series of images of himself as the youngest Cardinal in the Catholic Church. When he went into a Seminary he went with the mandate to become the youngest Bishop in America as an offering to his parents. After two years in a Seminary he left, but lived with a sense of failure, and particularly of having failed his parent, which took intensive counselling to resolve. Parents have needs and we cannot wish that away. However, many career choices are made to meet their parents needs rather thar the child's own needs. A girl I will call Betty is a case in point. Betty had an IQ of 141. Her father was a senior non-commissioned officer in the Navy. Betty was bored with school and wanted to take a secretarial program and then join the Navy. Betty's father insisted that the go to University as a naval cadet and

and be commissioned. Betty was confused. Her father and his friends frequently complained that any fool who had a degree could get a commission and become a Lieutenant. Her father frequently complained about having to salute these fools. Yet, although he had a strong contempt for officers, he wanted Betty to be an officer. In fact, Betty's father would not listen to the fact that Betty was totally disenchanted with full-time education and viewed with extreme dread another two years of school and then four years of University. Whose needs would it meet for Betty to get a degree and be commissioned in the Navy? Certainly not Betty's, but her father had very strong needs for Betty to do this. I think I would have pointed out to Betty that as a secretary she would soon be even more bored than at school. She would also have the frustration of having to say "Yes sir", "No sir", "Thank you sir" to Lieutenants whose abilities were very much less than hers. I never had the chance. Betty, to escape parental pressures, left home. She mixed with a delinquent group and became their leader. She is at this time serving a two to twelve year sentence in a women's penitetiary for smuggling drugs with intent to traffic.

We are living in a competitive society. We are living in a society where there is a destructive emphasis not only in sport, but in every aspect of life on being a winner. I coach the regional fencing team. I took the junior team, under 18, to a tournament. In the gymnasium, there was a large banner "The alternative to victory is disgust". I insisted it be taken down or I would withdraw my team. Any student of management knows that the manager who turns down a promotion is finished in that organization. I have pointed out (1983) that we tend to perceive as successful those people who are in a role which shows outward signs of leadership. Ivan Ilich in a public lecture

(1971) suggested that the respect to which a person is entitled relates to the level at which he dropped out. With the gifted we tend to perceive them as having the potential to be winners. I was horrified when at the NAGC conference in Philadelphia a colleague told me about a gifted child. On his fifth birthday his parents had the following words put on his birthday cake "To the future President of the United States." I have counselled someone I will call Stephen. By the age of nine he felt he had a mandate to be the President. At the age of 22 he failed to get into Law School. He was not interested in Law, but most Presidents have started as lawyers. Because he was not likely to be the President, he tried to commit suicide. In counselling his love of music, literature and art, especially Renaissance art, came to the surface. He is now studying Librarianship. The trouble with this need to be a winner and be seen to be a winner is that it invites unsatisfactory career choices. It invites frustration. It invites loss of personal effectiveness. Dr. Paterson has shown that we must gratify two needs and gratify them equally. There is the need to be somebody and the need to do something worthwhile. There are all manner of pressures direct and indirect, which howl at all children, but howl very much louder at gifted children

"You must be somebody"

but it goes even further

"You are without significance unless you are somebody."

We ignore the equally important drive to do something worthwhile. It is a useful exercise at times to think of the many people, such as Ernest Hemmingway and Koestler, who, by all objective criteria, were successful were somebody but who died by their own hand. We pay lip service to the need to do something worthwhile. I think the nature of the lip service is

illustrated by some line from a comedy show. Momma and Marvin were having a talk it went like this:-

"Marvin"
"Yeah mom"
"Pappa and I both say we don't mind what you do. The important thing is that you should be happy"
"Yeah mom"
"That's all that matters Marvin. You should be happy"
"Yeah mom"
"Marvin"
"Pappa and I think you'd be happy as an accountant."

I rest my case and will now go on to talk about enriched career march.

Enriched Career Search.

Enriched career search is divided into seven modules. I will briefly describe them.

Module 1 is entitled Career Choice. Students are invited to reflect under guidance on their future. We have to start by allaying a myth. This myth is that we work for money and status. In fact our work is the currency with which we buy money and status. We have to ask ourselves Is the Price Right? Plumbers make more money in a year that any teacher makes in five years. If we were out for money we certainly would not be teachers. I tell students about the case of a person I will call Henry Neilson. He is President and founder of an international business. He has to be worth at least $6,000,000 after taxes. I am going to outline his daily time table since 1957

6:00	Get up and call his agent is Australia
6:30	Call his agent in New Zeland
7:00	Has breakfast
7:30	Drives to office before traffic becomes congested
8:15	Arrives at office: checks personal file
9:00-10:00	Goes through mail
10:00-12:00	Office routine and appointments with managers
12:00-2:30	Lunch with a business associate. He says that what a company president needs most is "a cast iron stomach", these business lunches play hell with my digestion."
2:30-6:30	Office routine
6:30-8:30	Calls agents in Canada, U.S.A. and South Africa
9:30-9:15	Drives home

9:15-9:45	Evening meal: a light one after which he takes medication for his digestive disorder
9:45-11:30	Additional overseas calls
11:30-12:00	Dictates notes into tape recorder
12:00	Goes to bed

He has not taken a vacation since 1959.

None of us would refuse his money. For him the price is right. I would also add that he is a most generous donor to the Parish Church and various worthy causes. I met him by chance one evening. I was with a friend who was running a club for boys who had come out of a reformatory. Two days later my friend received a $2000 donation from Mr. Neilson. He is in a position to help people who need help. In fact if he has a fault it is that anyone who goes to him with a hard luck story will come away with a cheque. Having told students all this I ask them to work on the question "You wouldn't refuse his money, but is the price right for you."

The gifted student must work through the three stages of career development

Fantasy

Dreaming of possibilities.

Evaluating possibilities

I start by getting them to fantasize, on themselves, as the President. Then I go on to say "Imagine I have the power to give you any career you want. With a wave of my hand I can make you the President, a movie star, a Pulitzer Prize winning novelist, whatever you want. But once you are there you are there for life." This can give us invaluable clues to their real motivation. A student who was about to finish a program for the combined degrees of MBA, LLB told me "I'd be a farmer and I'd publish books of photographs of farm animals and in the summer I'd use my farm as a camp for

girls from deprived areas. Oh dear, doesn't that sound immature." Is it immature? She is currently a lawyer specialising in agricultural properties. She has written a book The Law for Farmers. She has won prizes for her photographs of pigs and an infallible way of getting her mad is to talk about pigs in derogatory manner. She is also very active in the Girl Scout movement and has helped a number of girls from deprived families. It bears repitition. Fantasies and dreaming of possibilities are where we must start. Finally, in Module 1 we go on to make sure the student understands Dr. Paterson's theory. The student must not only intellectalize this but must go on to internalize it.

Module 2 deals with Self-Evaluation. The students complete a detailed questionnaire and this is discussed. The students evaluate their own priorities. After Module 2 has been completed there should be an individual counselling session with each student.

Module 3 deals with Job Study. Job Study is a complex operation I have fourth year students do several job studies as part of their examination for an advanced course in Personnel Management. Fourth year Personnel Management students find it a complex operation, but I have found that gifted fourteeen and fifteen year olds can cope with the complexities. In fact, they enjoy the challenge. The students evaluate the mental skills of a job, the physical skills, the job factors, the image of the job, the hidden factors, the problems of training and the difficulties and distastes. I have already discussed most of these, so all that is necessary is to say a few words about difficulties and distastes. Every job has them. However, they are difficult to evaluate and not always what they seem to be. I interviewed a group of police officers. A few days earlier these officers had pulled a headless body out of the river. It had been in the river for two weeks and

must have been an ugly sight. I thought they would describe jobs like this when considering difficulties and distastes. They never even mentioned it. They all agreed that the job they found most distressing was having to go to someone's house and break the news that something tragic has happened. One officer had to go and tell a couple that their fourteen year old daughter had been raped and then murdered. He told me that this was the job that really upset him. Students assume that a difficulty and distaste for a soldier is the possibility of being killed. Soldiers very rarely think about that. The difficulty and distaste of army life is that so much depends on the personality of the Commanding Officer. Indeed, several researchers on combat stress have found that one of the strongest causes of soldiers breaking down in combat is the feeling that the officer in charge does not know what he is doing. The difficulty and distaste most frequently reported by Priests and Ministers is that they very rarely see results.

Module 4 helps students to simulate the adult world.

Rossi and Digenakis (1980) have experimented with the use of simulation exercises for gifted children. Jenkins-Friedman (1983) has done a great deal of work in this area. Here a real life situation is stimulated and the participants solve the problems. Rossi and Digenakis simulated a Senate enquiry into pollution caused by a chemical company. In England I simulated a situation as a means of sensitizing grade 12 students to how various jobs tie in with each other. A train containing toxic chemicals had gone off the rails. It was necessary to evacuate the people living in a certain radius of the town. The roles the students took included The Fire Chief, The Chief of Police, the Director of Social Services, The Mayor, the Officer Commanding a nearby Army Base, the Prime Minister, the Minister for the Environment, the Chief Officer of the Salvation Army and many others. With the co-operation of the Security Branch of the Royal Canadian Mounted Police (the equivalent

of the American FBI) I am currently working on an exercise to be presented to a group of 35 gifted students in November. Queen Elizabeth II and Prince Phillip are coming to the city. The students will, of course, tend to focus on making sure no one tries to assasinate the Queen. They will see that while this has to be taken into account there are many more problems. The RCMP tell me that the thing that gives them many headaches is the press who will go to amazing lengths to get photographs. We are also going to plan the situation that on the day the Queen and Prince Phillip come it is an abnormally hot day. In preparing such exercises, I have always found that public officials and such bodies as the police are only too happy to co-operate. The only group which has consistently refused co-operation on information are Trade Unions who just do not want to know. These exercises enhance the learning process for normal children although their decisions tend to be spread over too wide a range. For gifted children they can form part of an enriched career search. However, what often happens is that the exercise is held then the students go back to the classroom. There must be post-exercise discussion. The gifted student has sufficient ability to relate facts to each other to be able to answer the question "What does your participation in this exercise tell you about the types of careers you should be looking into.

Module 5 deals with Group roles. I have an article in The Roeper Review, volume 5, number 3, February 1983. Every child has a natural role and this is observable by the age of eight. T.T. Paterson (1972) describes the roles as:-

The indominus who directs the group from within as a co-ordinator or chair person.

The exdominus represents the group to those outside it. The Principal of a school is an exdominus

The exemplar has authority because of his knowledge of the group's activities.

The eccentric has specialized knowledge. In the area of his specialization his authority is absolute.

Dr. Paterson contends that we tend to over-estimate the exdominus role and to see the exdominus as a leader and as successful. We tend to under-estimate the exemplar and the eccentric. I have pointed out (1983) that many gifted children whose natural role may be that of the exemplar or eccentric strive for the exdominus role. Limerick (1970) has shown that stress and a rapid decrease in personal effectiveness are the inevitable results of being out of role. Many people spend their whole working life out of role. Students are helped in this module to evaluate their natural role and seek a career congruent with that role.

Moduel 6 deals with work and leisure. I have never been able to subscribe to the idea of self-fulfillment through work. Certainly the gifted are unlikely to find any one job will be the total vehicle for self-fulfillment. In any case very few of us are fulfilled all the time or frustrated all the time.

I have pointed out (1976a) that most of us find self-fulfillment in a combination of our work, our leisure actvities and our personal relationships. I have also stressed (1976b) that there is a need to offer young people guidance in finding fulfilling leisure activities, which often tends to be a hit or miss affair. Hitchfield (1973) has shown that the gifted child often has no interest in team sports, but enjoys and does well in individual sports. I have found (1980) that the gifted often exhaust the potential of a leisure activity in three years and then move on to something

else. I had one client who deduced from this that he must be mentally unstable. I was able to assure him that this was a concomitant of his being creatively gifted. Moreover, jobs are becoming more and more programmed and more and more specialized. I predict that this trend is going to increase, certainly not decrease, in the next thirty years. The job in which a multi-talented child can use all his/her talents, if it ever existed, does not exist in the excessively professionalized 1980's. Gifted children have to ask "What talents will I use in my job and what talents will I use elsewhere?" They are likely to be frustrated adults if they do not do this. There are two theories of leisure. These are the compensation theory, which states that we look in our leisure activities for features not contained in our jobs. Diametrically opposed to this is the spillover theory. The spillover theory is that in our leisure activities we look for a continuation of features inherent in our jobs. The two theories are irreconcilable, but for the gifted we have to apply the compensation theory. I have already referred to the case of Barbara. What needs does she meet as a fashion model? What needs does she meet as a rally driver. I doubt if any job could meet all of these needs. Gifted children need to be sensitized to the therapeutic benefits of fulfilling leisure activities. Shaw, Bensky and Dixon (1981) stress the value of leisure activities for preventing burnout. I cannot forbear to add that Cindy Bruce and myself (1984) have found that many people get creative ideas while indulging leisure interests. I get some of my most creative ideas while gardening.

Module 7 deals with the personal strategies not only for a career, but for a fulfilling life. We mislead ourselves when we use the word career counselling. A career is part of our life style, an important part, but it

is not the whole of our life style. The gifted student needs help to evolve two strategies. Hopefully, they will compliment each other, but they are not identical. These two strategies are described as:-

Strategies for creative growth
and
Career strategies

I have said that the two should be complimentary. I cannot forbear to say that sometimes career strategies conflict with strategies for creative growth. Both are equally important. A student I will call Norman was working for a degree in History and finding it frustrating. He had been working on a play about the effects on six people of the murder of John Lennon. Because his career dictated that he get a degree he dropped the play. I managed to persuade him that he had two groups of needs--career needs (for which he had to acquire a degree) and creative growth needs (expressed by his play). Because he had allowed his career needs to frustrate his creative growth needs he was finding history a chore. His play was part of him. He now devotes Wednesday afternoons to his play and his grades in history are all A's or A+: an improvement on the situation six months ago when he was barely passing. Another person, whom I will call Brenda, is a dentist. After taking her first degree she could not decide whether to be a dentist or an archaelogist specializing in Egyptian antiquity. She was also a talented musician. She decided that jobs were not at all plentiful in Egyptian archaeology and she would be a dentist. Frustrated as a dentist and because of some personal problems with her boy friend she came to see me. She saw that Egyptian archaeology and music were as much a part of her as being a dentist. She resumed activities in these two areas as part of her strategies for creative growth. As a dentist she could afford to close the office and spend six weeks each year in Egypt. She could afford to take courses in

Arabic. While in Egypt she was able to give a great deal of information to an archaeologist who found a human jawbone. She has also published a paper on a type of cancer of the mouth. Brenda is now living a fulfilled life because she has evolved two compatible strategies - career strategies and strategies for creative growth. We all need to do this. It is my sincere hope that through enriched career search you will be able to help your students do the same. Students then go on to carry out a creative inventory on themselves. The creative inventory enables students to isolate the conditions under which they get their best ideas and do their best work. A manual is available and Cindy Bruce and myself (1984) have an article on this in the Spring, 1984 issue of Gifted Education International.

I must add a few words on the need to involve parents in enriched career search. Napolitano (1979) found that parents of retarded children tend to be extremely co-operative with teachers and active in representations to the government. Parents of gifted children are not nearly so active and are slow to recognize that there is a problem. Parents can frustrate your best efforts or enhance them. With each module of enriched career search, you should have an evening meeting for parents. Explain Dr. Paterson's theory to them. Let them do their own self-evaluation. Let them do a job study on you. I was once told by a parent "Teachers of the gifted have an easy number. All the problem children are taught by someone else." A job study on you will dispel any such ideas. I can say from experience that parents thoroughly enjoy simulation exercises. I know this makes extra demands on your time, but if any of us here were looking for an eight hour a day job we would not have gone in for teaching and certainly not opted for teaching such a diverse group as the gifted.

Concluding comments.

May I share with you an experience of mine. I was waiting for a flight at an international airport when I heard a voice call "Dr. Willings". The young man who had recognized me said "You won't remember me, but in 1973 you gave me career counselling. I dropped out of Computer Science and now I'm a translator and interpreter with the Federal Government. You made me think about my life style and I'm a ski instructor in winter and an orienteering instructor in summer. Dr. Willings it does wonders for a kid's confidence to find he can get around in the wild. I've been meaning to write to you, but I guess I never got round to it. I feel I owe it all to you. There isn't enough money in the Bank of Canada to repay you." This certainly gratified my need to do something worthwhile. It is my hope that, by offering enriched career search, ten years from now students will be saying the same to you.

Additional Material.

1) Self-Evaluation Inventory

2) Job Study Manual

3) Creative Inventory Manual

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ENRICHED CAREER .EARCH

DESCRIPTION OF MODULES

Dr. David Willings

MODULE 1 Career Choice.

Objective: To achieve attitude changes.

Procedure:

i) Allay the myth that we work for money and status. In fact our work is the currency with which we buy money and status. We have to ask ourselves IS THE PRICE RIGHT?

Present the case of Henry Neilson (assigned name). He is President and founder of an international business. He is worth at least $6,000,000 after tax. Since 1957 his timetable has been:-

6:00	Get up and call his agent in Australia
6:30	Call his agent in New Zealand
7:00	Breakfast
7:30	Drive to office before traffic becomes congested
8:15	Arrive at office: check personal file
9:00-10:00	Go through mail
10:00-12:00	Office routine
12:00-2:30	Business lunch (he says "these business lunches play hell with my digestion")
2:30-6:30	Office routine
6:30-8:30	Call agents in USA, Canada and South America
8:30-9:15	Drives home
9:15-9:45	Evening meal
9:45-11:30	Additional overseas calls
11:30-12:00	Dictates notes into tape recorder
12:00	Bed

He has not taken a vacation since 1959.

Ask students "While you would not refuse his money would you want his way of life? He has paid a price for his money. For him the price is right. Would it be right for you?

ii) Help the student to get in touch with the fantasy stage which provides real clues to vocational propensities. Begin by having the students fantasize on themselves as the President. They need to receive the message "it is all right to fantasize".

iii) Help the student to get in touch with the dreaming of possibilities stage. Set the following exercise "At the age of fourteen Barbara wanted to combine two careers. She wanted to be a fashion model and a racing driver. She was told she would grow out of that. Did she need to grow out of it? After the students have reflected on this tell them that Barbara is now twenty-three. She is a fashion model and a rally driver in her free time. Invite their reflections.

iv) Explain T.T. Paterson's Theory of Complementary Drives. We experience two drives:-

The drive to be somebody

and

The drive to do something worthwhile.

Both drives must be equally gratified. If they are not equally gratified the result will be frustration and a decrease in personal effectiveness. There are many pressures to be somebody. Students need to internalize the fact that an equally strong need is to do something worthwhile.

MODULE 2 Self Evaluation

Objective: To enable students to reflect constructively on two questions:-

Where am I now?

Where am I going to be?

Procedure:

Administer Self Evaluation Instrument. This is divided into nine parts:-

Part 1 seeks biographical information and details of the influences on career aspirations to the present time.

Part 2 invites the students to evaluate their own life goals. Students then go on to estimate the life goals of the person who influenced them. Sometimes the two sets of life goals are very similar. Occasionally they are identical. In either of these cases two possibilities need to be followed up:-

Is the student trying to be a replica of the person who has exercised an influence?

Is the student being pressured to be what someone else wants?

Part 3 invites the students to evaluate their own career priorities. Some of the priorities are intrinsic and some are extrinsic. A balance between intrinsic and extrinsic priorities is essential for healthy career development.

Students are then invited to estimate their chances of finding each priority. This gives an indication of their attitude to the world of work. Many gifted students expect work to be an alienating experience.

Part 4 invites students to evaluate their own vocational skills. Students go on to give the skill level they would like to have. If there is a very wide difference between the perceived skill level and the desired skill level this may indicate fear motivation. Finally students are invited to estimate the skill level of the person who influenced them. If either the students perceived skill level or desired skill level is identical or similar to the skill estimation of the third party this may indicate a motivation or pressure to be like someone else.

Part 5 invites students to give details of a time when they felt exceptionally good and a time when they felt exceptionally good and a time when they felt exceptionally bad. This gives clues to the types of events which motivate and demotivate them.

Part 6 invite students to give a subjective rating of various types of careers. Their answers give clues to their actual career motivation.

Part 7 invites students to put a monetary value on various occupational and non-occupational aspects of life. A career cannot be considered in a vacuum and students are sensitized to this. Where occupational considerations receive a significantly higher value than non-occupational ones this may indicate fear motivation or at least excessive pressure from somewhere to succeed.

Part 8 invites students to document certain aspects of themselves as persons. This gives the counsellor clues to the state of their self-image.

Part 9 invites students to speculate on themselves in the future. Most responses give a combination of occupational and non-occupational considerations. These should be drawn to students' attention to get them to take an integrated approach.

Notes:

i) Before attempting to teach self-evaluation it is essential that the teacher evaluate himself/herself. The dangers of perceiving a student's goals, priorities and values in terms of the teacher's own values cannot be overstressed.

ii) Following completion of the Self-Evaluation Inventory individual counselling sessions should be held with each student.

iii) Copies of the Self-Evaluation Inventory can be obtained from:-

David Willings and Associates
45 Pleasant Drive
Houlton, Maine 04730

Price $1.00 (Postage extra)

iv) This module should also include a session for parents in which the teacher explains Paterson's Theory and then invites the parents to carry out their own Self-Evaluation.

MODULE 3 Job Study

Objective: To enable students to look behind the Image of the Job.

Procedure:

Students examine and document

i) The Image of the Job

ii) The Hidden Factors

iii) Problems of the Job and Problems of Training

iv) Mental Skills

v) Physical Skills

vi) Job Features

vii) Special Features

viii) Difficulties and Distastes

Job Study is a complex operation and is normally used for advanced University students of management or occupational psychology. However, it has been found that gifted 15 year olds and a few gifted 14 year olds can not only do this but welcome the challenge.

This module should include a session for parents at which Job Study is introduced. It can be beneficial to have parents carry out a Job Study on the teacher.

Copies of the Job Study Manual can be obtained from:-

David Willings and Associates
45 Pleasant Drive
Houlton, Maine 04730

Price $3.00 (Postage extra).

MODULE 4 Simulating the Adult World.

Objective: To generate emotional involvement in thinking about the adult world by having the students take adult roles.

Procedure:

i) Careful preparation and planning are essential for these exercises. First carefully instruct those conducting the exercise on what they have to do.

ii) Draw up a plan with each phase carefully timed.

iii) Brief the participating students the day before the exercise.

iv) Present the exercise. The groups are presented with various problems and their decisions are referred to Control. Control may either:-

Veto the decision. However, the veto should only be applied if the decision could not be implemented in real life.

Advise the group to reconsider.

Allow the decision.

The ruling of Control is final.

v) Immediately after the exercise give a summary of the salient points.

vi) Invite the students to reflect on what they have learned from it.

vii) Two days later invite the students to say what they have learned. This session can profitably be started by the teacher saying "From preparing and running this exercise I have learned....."

viii) Invite the students to speculate on the question "What does your participation in this exercise tell you about the types of careers you should be looking at?"

"What skills did you use in this exercise?"

It is recommended that three simulation exercises be presented to students. One simulation exercise should be repeated for parents.

MODULE 5 Group Roles.

Objective: To enable each student to find out what his/her natural role is, function in it and seek a career congruent with that role.

Procedure:

i) Explain Paterson's Theory of Group Roles

T.T. Paterson (1972) considers that when we use the word authority we can mean one of several types of authority:-

Structural Authority (By virtue of an appointment)
Sapiential Authority (By virtue of knowledge)
Charismatic Authority (By virtue of special personal qualities)
Moral Authority (By virtue of the rightness and goodness of what one is doing)

We tend to be unnecessarily confused in our thinking about organizations because we tend to think of authority purely in terms of structural authority. This also obscures our thinking on leadership. We tend to think of one leader in a group when in fact there may be several leaders all exercising different leadership in different roles.

Paterson and others who have followed up his researches find that the following roles are taken by individuals in an effective working group.

The Indominus directs the activities of the group within it. In a business organization the Executive Vice-President may be the indominus.

He usually has structural authority.

The Exdominus commits the group and represents the group to those outside it. The President of a business organization may be the exdominus. He also usually has structural authority.

The Exemplar influences the group because of his knowledge and his ability to communicate his knowledge. But since he is the person to whom the indominus and exdominus listen it would be wrong to think of him merely as an advisor. His authority can be quite considerable. A research engineer may be an exemplar. He has sapiential authority.

The Eccentric has some very highly specialised knowledge and exercises sapiential authority when the situation requires it.

The Mimetic is essentially a follower. He has no authority but we must not underestimate his role. No leader can function without followers.

Only the group can confer these roles. The Organization can give a person an appointment but only the group can give structural authority. If they do not confer the role of indominus or exdominus then the title is fairly meaningless.

Far too many managers try to be indominus, exdominus and exemplar rolled into one and no one person can cope with all three roles.

Limerick (1970) has found that most individuals function in one particular role. He has also found that there is a tendency in many groups to confer the role of indominus on the person who is seen to know the most about the project. The result is that the person becomes frustrated, the group becomes frustrated and very often the group fails to achieve their objectives.

Organizations tend to reward people who perform well as exemplar by giving them structural authority. This is usually disruptive.

Willings (1983) points out that these roles become apparent around the age of eight. In late adolescence many young people try to function in the exdominus role because the exdominus is perceived as successful.

ii) Observe the roles the groups confer on individual students in their play activities.

iii) Set up discussion groups of not more than 8 and less than 5 students and give them a topic to discuss. Note and classify their contributions as follows

Indominus	1. Categorical imperative 2. Assumes role of chairman 3. Instructs group 4. Instructs individual 5. Recapitulates group feelings A. Is asked for directions
Exdominus	6. Categorical imperative external to group 7. Orders course of action external to group 8. Summarises views of those outside group 9. Calls for orientation to those outside group B. Is asked to represent group
Exemplar	10. Gives opinion 11. Evaluates situation 12. Hypothetical imperative 13. Offers advice C. Is asked for opinion or advice
Eccentric	14, Gives individualised opinion 15. Gives specialised advice 16. Imparts specialised knowledge D. Is asked for specialised opinion or advice

Having noted the type of contribution go on to note whether it was accepted by the group, rejected by the group or whether there was no observable reaction. Calculate the proportion of accepted contributions.

Notes:

i) Before attempting Role Analysis the teacher should determine his/her own natural role.

ii) Further details of Paterson's theory and of the severe problems which can result from trying to function in a role which is at variance with the natural role are given in David Willings "Group Roles and the Gifted" The Roeper Review, Volume 5, Number 3, pp. 18-20, February 1983.

iii) Two day workshops are available by arrangement with

David Willings and Associates
45 Pleasant Street
Houlton, Maine 04730

MODULE 6 Work and Leisure

Objective: To enable the students to develop an integrated approach to style planning.

Procedure:

i) Refer back to Self-Evaluation Inventory and ask

a) Will all the needs you have found are operative for you be met on your job?

b) Will you be able to use all the skills you have or hope to develop on your job?

ii) Explain the spillover theory and the compensation theory. Ask "Which theory do you think would apply to you?"

iii) Discuss the case of Barbara

What skills does she use as a fashion model?

She wants eventually to be a fashion designer. What skills will she use here?

What skills does she use as a rally driver?

What needs does she meet as a fashion model?

What needs does she meet as a rally driver?

iv) Discuss the fact that most people find fulfillment in a combination of their work, their leisure interests and their personal relationships.

v) Invite students to speculate on the advantages of leisure interests in the sports area.

vi) Invite students to speculate on the advantages of a leisure interest in a cultural area.

vii) Point out, especially to the multi-talented, that in their work they have to select one area but this does not mean closing the door on all other areas. Other areas can be developed as leisure areas as part of an integrated life style.

viii) Urge students not only to think of a career but of an integrated lifestyle.

iv) A company President said at a conference "Show me a person with an absorbing leisure interest and I will show you someone who has missed his vocation." Invite the students to reply to this statement.

MODULE 7 Career and creative strategies.

Objective: To sensitize students to the importance of their own creative growth as a part of their integrated life style.

Procedure:

i) A dean of Medicine said at a conference "The doctor who reads good books will make a much better doctor as a result". Invite discussion.

ii) A technical Vice President of a large company said in public "If I had two people applying for an Executive Engineer's job, both were equally qualified and one regularly goes to exhibitions of painting and sculpture, the other is only interested in engineering, I would hire the person who is into art and sculpture." Invite discussion.

iii) Cathy is twenty-two. She is a photographer employed by a Public Relations company. From time to time Cathy goes to the Library, goes to a shelf at random, picks out some books and says to herself "I'll learn something about this subject." "That's weird" a colleague commented. Invite discussion.

iv) Brenda is a dentist. When she was twenty she had some difficulty deciding whether to be a dentist or an Egyptian Archaeologist. She was interested in dentistry and decided on it as a career because as a dentist she would have no difficulty acquiring a job. Jobs in archaeology are difficult to acquire even with a PhD. For six weeks each year she closes her office and goes to Egypt. She has taken courses in Arabic. Once when she was in Egypt an archaeologist had found a jawbone. Brenda was able to give the archaeologist some valuable information. She has also published an article on a type of cancer of the mouth. Invite discussion and then ask:

a) Brenda is also a skilled musician. She plays the piano and is learning the flute. Is this going too far?

b) Brenda was educated in dentistry. In what respects did she educate herself?

c) She is a dentist, are her music and Egyptian archaeology sidelines?

d) Would she lose anything if she dropped music and Egyptian archaeology and concentrated on being a dentist?

v) Point out to students that all of us are educated and educate ourselves. These go hand in hand. Once we are qualified we stop being educated but hopefully continue to educate ourselves. Educating ourselves is part of our strategies for creative growth.

vi) Discuss the need to evolve career strategies and strategies for creative growth. It is to be hoped that the two will be complementary but they are not identical. They are equally important.

vii) Philip was a graduate student of history. He was also writing a play on the effects on six people of the murder of John Lennon. His grades in history were not as good as he would have liked them to be. He dropped his play and concentrated on improving his grades in history. His grades went down further and he was barely passing. What is more his interest in history decreased. He sought counselling because he was getting nothing more than passing grades and was losing interest in history.

Ask the students "What advice would you give him?"

After discussion tell the students that Philip was advised that his history degree (career strategies) and his play (strategies for creative growth) were both part of him. He was frustrated because he was denying part of him. He now devotes Wednesday afternoons to his play and the rest of the week to his history degree. His grades have gone from C to A.

Ask the students "For a writer of plays who is unknown to get a play professionally performed would be extremely difficult. To get a play

on Broadway would be a miracle for an unknown writer. Even if his play is never performed what benefits would Philip derive from writing it?"

viii) Have the students carry out a creative inventory on themselves. Details of the creative inventory are given in Willings, D and Cindy Bruce "Meeting the creative mood half way" Gifted Education International Spring 1984. A Creative Inventory Manual is available from:-

David Willings and Associates
45 Pleasant Street
Houlton, Maine 04730

Price $1.00

Students should evaluate

what type of ideas or other stimuli evoke a response, the nature of that response,

the common links in stimuli and responses,

the conditions under which ideas are liberated,

the conditions conducive to incubation,

the conditions most favourable to periods of effort,

the conditions necessary for resumption.

Notes:-

i) Before attempting to teach students to carry out a creative inventory on himself/herself.

ii) This module should be accompanied by a session for parents in which some of the cases are discussed, the parents are made aware of the dangers of pressuring a multi-talented child to zero in on one talent or group of talents and advised to carry out a creative inventory on themselves.